

<b>Inspection date</b>	12 June 2015
Previous inspection date	26 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Leaders are highly effective in driving improvement. The quality of teaching and learning has vastly improved since the last inspection because staff have worked in partnership with officers from the local authority and significantly improved their interactions with the children.
- The quality of teaching across the nursery is outstanding. Staff provide an exceptional range of rich, varied and imaginative learning experiences for children and support their learning exceptionally well in all areas.
- All staff demonstrate a secure knowledge and understanding of the Early Years Foundation Stage and an uncompromising commitment towards achieving excellence in all areas. Since the last inspection, a member of staff has attained a qualification at level 3 and another member of staff completed a foundation degree.
- Staff have exceptionally high aspirations for the children. Children's differing behaviour is managed extremely well, enabling them to make best use of their time at the setting.
- Staff work highly effectively with social workers and other professionals from the local authority and other settings. As a result, the provision for vulnerable children is extremely effective and this is demonstrated through children's excellent levels of achievement.
- Children are developing essential skills for the future because staff focus on how children learn, not what they learn. For example, children's communication and language skills and their physical, personal, social and emotional development are supported exceptionally well. As a result, children are prepared exceptionally well for the next steps in their learning, including school.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- continue to build on the already highly effective systems that are in place, to further promote learning at home in partnership with parents.

### Inspection activities

- The inspector looked at the premises in relation to health and safety.
- The inspector observed staff's practice and their engagement with children throughout the inspection.
- Children's activities were jointly observed and discussed with the deputy and nursery manager in relation to staff's engagement with the children.
- The inspector looked at the children's records of achievement, observations and assessments, in addition to other relevant documentation.
- The inspector checked evidence of staff's suitability and qualifications, and discussed issues arising from the setting's self-evaluation and action plan.
- The inspector took account of the views of children and parents spoken to on the day of the inspection.

### Inspector

Cathleen Howarth

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Children and staff at the nursery reflect different faith groups, and children of all cultural or ethnic backgrounds are developing a secure and positive sense of their own identity. Their family life is the most significant source of that identity, and the nursery effectively reinforces this through its partnerships with parents. Staff offer a wide range of experiences in a thoughtful and well-informed way. Every child's background is reflected exceptionally well through poems, art, craft, music and dance, and through dolls and play in the home area. Posters, photographs, collages and other visual images are displayed to enable children to see themselves and people who look different in many ways and are part of the nursery and local community. The nursery's shared culture is communicated extremely well through established routines and the events of daily life, such as language, food, ways of dress and familiar stories. As a result of these highly successful measures, children learn to respect ways of life with which they are less acquainted, and they are prepared exceptionally well for school.

### **The contribution of the early years provision to the well-being of children is outstanding**

Some children have experienced little structure and routines at mealtimes and have not learned to sit at a table and use cutlery. Children make significant progress in this area, including food preparation and tidying up after meals. Children's personal care, hygiene and cleanliness are promoted exceptionally well through high levels of consistency in partnership with parents. A strong feature is staff's commitment to working with other professionals, such as social workers, health visitors and speech and language therapists. A collaborative approach to childcare and education has significantly improved outcomes for children, including those with special educational needs and/or disabilities. Overall, staff implement safeguarding policies and safe working practices extremely well to support children's health, safety and well-being.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The manager and staff have an excellent understanding of safeguarding. They clearly know how to protect the children in their care. They continually refresh their knowledge, use local safeguarding procedures if they have any concerns and work collaboratively with other agencies. Since the last inspection, the manager has made vast improvements to the nursery's self-evaluation procedures. She closely monitors, reviews and continues to improve the quality of teaching and learning across the provision. Staff use their expert knowledge of child development to support children's play through skilful interactions. They observe each other interacting with the children. The feedback from these observations and children's progress is reviewed at staff supervision, to identify the strength of staff's interactions with the children and agree personal targets. Home learning, in partnership with parents, is an integral part of the provision. However, the manager recognises there is scope for this to be extended even further.

## Setting details

<b>Unique reference number</b>	EY473586
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	981716
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	57
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Little Steps (Rochdale) Ltd
<b>Date of previous inspection</b>	26 June 2014
<b>Telephone number</b>	01706641499

Little Steps was re-registered in 2013. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The nursery is open Monday to Friday for most of the year and sessions are from 7.30pm to 6pm. It is closed on bank holidays and at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

